

THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ORGANIZATIONAL COMMITMENT: A STUDY ON ELEMENTARY SCHOOLS

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Abstract

In this study, the measures TSS and OCS were used and exploratory and confirmatory factor analyses were applied. Participants have high levels of organizational commitment and job satisfaction. With regard to job satisfaction, no significant differences were found in terms of participants' variables of gender, seniority, age, status or branch. The perceptions of organizational commitment do not have significant differences in terms of gender, seniority or age however it was found that administrators have higher levels of organizational commitment than teachers and also class teachers have higher levels of organizational commitment than branch teachers. There is a significant and positive correlation between job satisfaction and organizational commitment.

Key Words: Job satisfaction, Organizational Commitment, Elementary Education, Teacher, Administrator

İŞ DOYUMU İLE ÖRGÜTSEL BAĞLILIK ARASINDAKİ İLİŞKİ: İLKÖĞRETİM OKULLARINDA BİR UYGULAMA

Özet

Araştırmada açımlayıcı ve doğrulayıcı faktör analizleri yapılan TSS ve OCS ölçekleri kullanılmıştır. Katılımcıların iş doyumunu ve örgütsel bağlılıkları yüksek düzeydedir. İş doyumunu ile ilgili olarak katılımcı algıları arasında cinsiyet, kıdem, yaş, statü ve branş değişkenlerinde anlamlı farklılıklar bulunmamaktadır. Örgütsel bağlılık algıları arasında cinsiyet, kıdem ve yaşa göre anlamlı farklılıklar olmamasına rağmen; yöneticiler öğretmenlerden, sınıf öğretmenleri branş öğretmenlerinden daha yüksek örgütsel bağlılığa sahiptirler. İş doyumunu ile örgütsel bağlılık arasında pozitif yönlü ve anlamlı bir ilişki vardır. Bu ilişkide değişkenlerden herhangi birisi diğerinin nedeni ya da sonucu değildir. İş doyumunu ve örgütsel bağlılık birbirlerini karşılıklı olarak etkilemektedir.

Anahtar Kelimeler: İş doyumunu, Örgütsel Bağlılık, İlköğretim, Öğretmen

1. Introduction

In today's understanding of administration, the effective use of the human factor as a basic resource of the organization is regarded as an important indicator of success or failure. Therefore, the attitudes of the employers and their levels of job satisfaction have become subject to research (Taşdan and Tiryaki, 2008). Job satisfaction affects the health of staff, their efficiencies, labour relationships in the organization and the organization's overall efficiency. With regard to these aspects, job satisfaction has individual, organizational and social outcomes. According to Brown and Sargeant (2007) on the one hand, these outcomes may include negative attitudes such as low efficiency, work stoppage, absenteeism, tardiness or theft; on the other hand the outcomes include positive attitudes such as high efficiency, loyalty, punctuality, self devotion and commitment.

Job satisfaction is defined as "the positive situation as a consequence of an individual's value attributed to his/her work" (Glisson and Durick, 1988), "a positive (or negative) evaluative judgment one makes about one's job or job situation" (Weiss, 2002). Job satisfaction was first discussed in the 1920s but its significance was acknowledged in the 1940s. Two factors make job satisfaction important: First, life satisfaction which directly influences an individual's physical and mental health. The second factor is related to productivity (Akşit Aşık, 2010).

Glisson and Durick (1988), claim that job satisfaction is predicted by role ambiguity, skill variety or complexity and characteristics of the staff. A different classification can be made and these precursors can be divided into two factors: individual and organizational factors. *Individual factors* that affect job satisfaction include age, gender, educational status and seniority whereas *organization factors* consist of quality of work, payment, working conditions, promotion options, colleagues, administration etc.

In Turkey, the studies on the job satisfaction levels of teachers, school administrators or supervisors are not coherent. In many studies, the job satisfaction levels of teachers were found to be medium (for example for example Günbayı 2000; Erel, 2004; Ayan, Kocacık and Karakuş, 2009; Yılmaz 2012) while some studies identified that job satisfaction levels were greater than medium (for example Varlık, 2000; Güçlü and Zaman, 2011).

There are several studies in the literature that try to identify the relationship between job satisfaction and various variables. Transformational leadership has a significant impact on job satisfaction and job satisfaction is a mediator between transformational leadership and its influence on organization commitment (Yang, 2012). There is a significant relationship between job satisfaction and level of education (Glisson and Durick, 1988). There is a significant, positive and low-level correlation between teachers' job satisfaction levels and their skills in classroom management (Akın and Koçak, 2007). The behaviors of administrators in elementary school affect teachers' job satisfaction (Ayık, 2000 ; Balkar, 2009). There are significant relationships between

en job satisfaction and some dimensions of organizational climate (Paknadel, 1988). There is a significant and negative correlation between teachers' job satisfaction and occupational burnout (Gençer, 2002). Job satisfaction is positively and directly related to emotional response, continuity response and normative response (Akar and Yıldırım, 2008). Among the levels of expectation and realization of teachers' job satisfaction, there is a significant difference in favor of expectation levels (Demirtaş and Ersözlü, 2010).

Similar to job satisfaction, "organizational commitment" has recently become a field of study which has attracted interest. Mowday, Steers and Porter (1979), defined organizational commitment as "the relative strength of an individual's identification with, and involvement in a particular organization". Allen and Meyer (1990, 1996) discuss organizational commitment as emotional, continuity and normative responses. Affective commitment refers to an employee's emotional attachment to, identification with, and involvement in a particular organization. Continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization. Normative commitment refers to the employee's feelings of obligation to stay with the organization (Lawrence and Lawrence, 2009).

Organizational commitment is regarded as an important feature of educational institutions (Brown and Sargeant, 2007). From the perspective of teachers, organizational commitment is the commitment to the school. This commitment includes a psychological contract which consists of open and latent pledges between teachers and the school. This contract shows the level of physiological relationship between teachers and the school. As a societal value, commitment reduces opportunism. Organizational commitment is important in terms of the establishment of long-term and lucrative relationships between teachers and their schools (Erdem, 2010). It was found that the teachers who work in schools that are less successful and much more unsatisfied than the teachers, working in successful schools (Shann, 1998; quoted in: Balay, 2004: 4).

There are several factors affecting organizational commitment, however, it is possible to classify these as individual, organizational and non-organizational (environmental) factors. Individual factors often include job expectations, physiological contracts and personal characteristics (gender, marital status, seniority, position, education, race, and social culture). Organizational factors consist of quality of work and its significance, type of administration and leadership, organizational culture, organizational justice, level of income, organizational climate, organizational assistance, organizational trust, human resources management and its applications, supervision, rewards, role ambiguity and role conflict. Professionalism, opportunities of new occupation, unemployment rate and the socio-economic conditions of the county can be counted as non-organizational factors. The outputs of organizational commitment are performance, absenteeism, stress, labor turnover rate, tardiness and intentions for release.

Several studies have reported a relationship between job satisfaction and organiza-

tional commitment but there continues to be disagreement any causal ordering (Glisson and Durick, 1988). In these studies, no findings were acquired in terms of which variable was the initiator (precursor). It has only been determined that there was a mutual relationship between two variables (for example Alnajjar, 1996; Al-Aameri, 2000; Durmaz 2003; Tok, 2004; Wu and Norman, 2005; Çekmecelioglu, 2006; Çinar and Kavlak, 2009; Güçlü and Zaman, 2011; Açıkalm, 2012). In some studies, job satisfaction appeared to be the precursor of organizational commitment (Uyguç and Çımrın, 2004).

These contradicting findings call for further empirical research in order to determine the nature of the relationship between organizational commitment and job satisfaction. The future research may contribute in identifying the mutual relationship between job satisfaction and organizational commitment and may help to determine the cause-effect relationship between these two variables.

The purpose of this study was to examine the job satisfaction and organizational commitment levels of elementary school administrators and teachers and to discuss the relationship between these two variables. In order to achieve this purpose, the study tried to answer the following questions:

1. What are the levels of elementary school administrators' and teachers' job satisfaction and organizational commitment?
2. Do elementary school administrators' and teachers' opinions about job satisfaction and organizational commitment vary according to the variables of gender, seniority, age, status and branch?
3. What is the nature of the relationship between school administrators' and teachers' job satisfaction and organizational commitment?

2. Method

2.1. Research Model

This research adopted a descriptive and relational survey model. A relational survey model is used to determine the change and the degree between two or more variables (Karasar, 1995).

2.2. Population and Sample

The sample population of the study was permanent elementary school administrators and teachers who worked in the central district of the Elazığ Province in Turkey between 2011 and 2012. 400 elementary school administrators and teachers were provided measures. 335 of these measures were returned and 307 of them were received for evaluation. 36,8 % of the participants were females, 63,2 % of them were males. 10,7% had less than 5 years experience, 21,2% had 6-10 years, 29,6% had 11-15 years, 17,3% had 16-21 years and 21,2% had more than 21 years experience. The ages

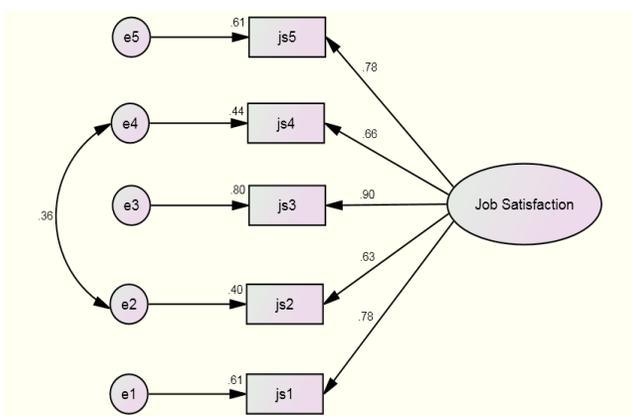
of the participants were as follows: 13% of them were between 20 and 29, 46,3% were between 30 and 39, 35,5% were between 40 and 49 and 5,2% were over 50. 93,8% of the participants were teachers (37,8% were class teachers, 58,6% were branch teachers and 3,6% were preschool teachers) and 6,2% were administrators.

2.3. Measures

In this study, Teaching Satisfaction Scale (TSS) and Organizational Commitment Scale (OCS) measures were used.

1. Teaching Satisfaction Scale

The original TCS, which was developed by Ho and Au (2006) and adapted to Turkish by Demirtaş (2010), consists of five items. The Turkish version of the measure was used in this research. Exploratory and confirmatory factor analyses of the measure were redone. Exploratory Factor Analysis (EFA) indicates that the measure is single factor measure. The variance caused by the factor was measured as 66,485%. The KMO (0,847) and Barlett’s (chi square: 758,928; df=10; sig.=000) tests of the measure show that the data are suitable for factor analysis. The data acquired from EFA were subjected to Confirmatory Factor Analysis (CFA) and Model 1 was obtained concerning the five-item and single factor measure.



Model 1. Exploratory Factor Analysis of the Job Satisfaction Scale

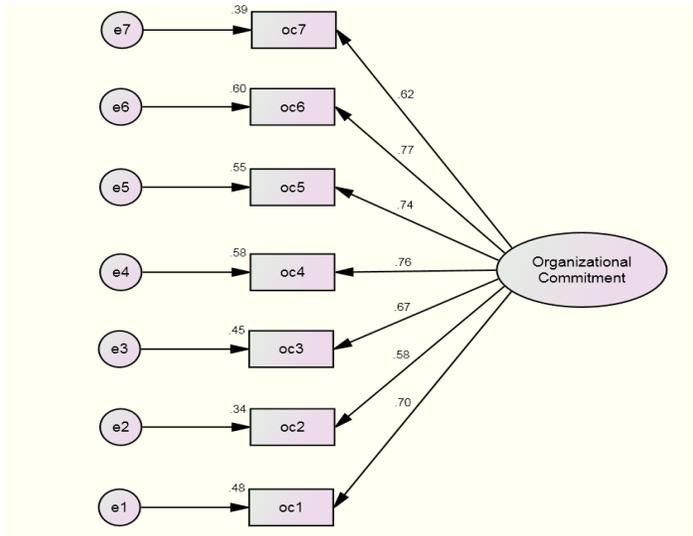
The model obtained from CFA had excellent goodness of fit values ($\chi^2 / df=,337$; GFI=,998; AGFI=,993; CFI=1,00; NFI=,998; TLI=1,009; RMSEA=,000 and SRMR=,008). These values confirmed that the measure is applicable (Hu and Bentler, 1999; Sümer, 2000; Arbuckle, 2007; Şimşek, 2007; Bayram, 2010).

2. Organizational Commitment Scale

Organizational Commitment Scale (OCS) was developed on the basis of the measure that was used by Caldwell, Chatman, and O’Reilly (1990). Firstly, EFA was

applied to the measure, which includes twelve items. Following the Varimax Rotation, three items were removed from the measure due to their low load values. The single factor obtained after rotation included nine items and explained 54,156% of the variance. The KMO (,901) and Bartlett's (chi square= 1301,870; df=36; sig.=000) tests of the measure presented significant results.

The data gathered from EFA were subjected to confirmatory factor analysis. Following this analysis, two items of the nine-item and single dimensional measure were removed in accordance with modification indexes because they did not present significant results. The data obtained from this analysis can be seen in Model 2.



Model 2. Confirmatory Factor Analysis of the Organizational Commitment Scale

As a consequence of CFA, the load values of the remaining (seven) items vary between 0,58 and 0,77. Goodness of fit indexes of the model are very good ($\chi^2 / df=1,816$; GFI=,976; AGFI=,952; CFI=,986; NFI=,970; TLI=,979; RMSEA=,052 ve SRMR=,031).

2.4. Data Analysis

Standard deviations and the means are calculated and interpreted. In order to find out whether significant differences between the means, it is applied t test (two independent variables) and ANOVA test. In order to find out whether or not there is a relationship between job satisfaction and organizational commitment, the correlation is examined. In order to find out the source of the relationship has been tested in three different structural equation models.

3. Findings

3.1. Means and Standard Deviations

Table 1 presents means and standard deviations of elementary school administrators' and teachers' job satisfaction and organizational commitment levels.

Table 1. The Means and Standard Deviations

Scale	\bar{X}	SD
Job Satisfaction	3,825	,850
Organizational Commitment	3,584	,792

The job satisfaction ($\bar{X} = 3,825$) and organizational commitment levels ($\bar{X} = 3,584$) of the participants were high.

3.2. Demographic Indicators

The perceptions related job satisfaction and organizational commitment whether to show or not significant differences in terms of gender and status variables for the t-test findings are presented in Table 2.

Table 2. t Test Results towards Perceptions of Gender and Position

Variable	Scale	Gender	n	\bar{X}	t	p
Gender	Satisfaction	Female	113	3,844	,296	,768
		Male	197	3,814		
	Commitment	Female	113	3,507	-1,295	,196
		Male	197	3,628		
Position	Satisfaction	Teacher	288	3,814	-,924	,356
		Manager	19	4,000		
	Commitment	Teacher	288	3,551	-3,422**	,005
		Manager	19	4,075		

** $p < ,01$

No significant differences were identified in perceptions of job satisfaction ($t = ,296$; $p = ,768$) and organizational commitment ($t = -1,295$; $p = ,196$) in terms of gender. There is no significant difference between perceptions of job satisfaction concerning professional status ($t = -,924$; $p = ,356$). However, a significant difference was observed between the professional status of the participants and their organizational commitment levels ($t = -3,422$; $p = ,005$). School administrators had higher commitment levels than teachers.

The perceptions related job satisfaction and organizational commitment whether to show or not significant differences in terms of seniority, age, professional status and branch variables for the ANOVA test findings are presented in Table 3.

Table 3. Results of the ANOVA Test Related Perceptions of Seniority, Age and Branch

Variable	Scale	n	\bar{X}	Source of Variance	Sum of Squares	DF	Mean Square	F	p	LSD	
Priority	Sat.	1-5	33	3,94	Between Groups Within Groups Total	3,542 217,660 221,202	4 302 306	,885 ,721	1,229	,299	---
		6-10	65	3,86							
		11-15	91	3,82							
		16-20	53	3,61							
		21 +	65	3,92							
	Total	307	3,83								
	Com.	1-5	33	3,49	Between Groups Within Groups Total	2,936 188,897 191,833	4 302 306	,734 ,625	1,173	,323	---
		6-10	65	3,46							
		11-15	91	3,57							
		16-20	53	3,63							
21 +		65	3,74								
Total	307	3,58									
Years	Sat.	20-29	40	3,85	Between Groups Within Groups Total	,213 220,989 221,202	3 303 306	,885 ,721	,097	,961	---
		30-39	142	3,80							
		40-49	109	3,83							
		50 +	16	3,91							
		Total	307	3,83							
	Com.	20-29	40	3,48	Between Groups Within Groups Total	2,936 188,897 191,833	3 303 306	,734 ,625	,886	,449	---
		30-39	142	3,54							
		40-49	109	3,66							
		50 +	16	3,70							
		Total	307	3,58							
Branch	Sat.	Class	116	3,80	Between Groups Within Groups Total	2,657 218,527 221,202	2 304 306	1,338 ,719	1,861	,157	---
		Branch	180	3,81							
		Preschool	11	4,31							
	Total	307	3,83								
	Com.	Class	116	3,72	Between Groups Within Groups Total	5,501 186,332 191,833	2 304 306	2,750 ,613	4,487*	,012	class> branch
		Branch	180	3,48							
Preschool		11	3,92								
Total	307	3,58									

* $p < ,05$

Perceptions of job satisfaction did not show significant differences in terms of the variables age, seniority and years. Perceptions of organizational commitment show significant differences in terms of the variable 'branch'. Class teachers have higher perceptions of organizational commitment than branch teachers.

3. 3. The Relationship between Job Satisfaction and Organizational Commitment

The results from the correlation analysis, which were employed in order to determine whether or not there is a relationship between job satisfaction and organizational

commitment, are shown in Table 4.

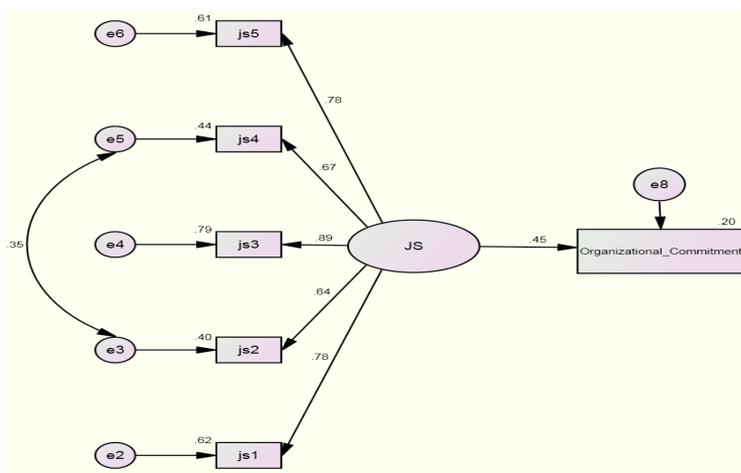
Table 4. Correlation between Satisfaction and Commitment

Scale	\bar{X}	SD	Satisfaction	Commitment
Satisfaction	3,825	,850	1	
Commitment	3,583	,792	.430**	1

**p < ,01

Correlation results indicate that there is a strong and positive relationship between job satisfaction and organizational commitment (r = ,430); this strong relationship between two variables can be considered as a significant finding. However, in this relationship, it is not possible to discern which variable is the cause and which one is the effect. Therefore, it is important to determine whether this is a cause-effect relationship or not. In this context, in order to determine the nature of the relationship between job satisfaction and organizational commitment, an attempt was made to develop the best model through Structural Equation Model (SEM). As the existence of the relationship was proved, there are three possibilities to determine the best model for this relationship. The first model assumes that job satisfaction causes organizational commitment. The second model examines while organizational commitment leads to job satisfaction. The third model shows whether or not the relationship between two variables is mutual.

The First Model: This model was formed in order to test whether or not job satisfaction significantly influences organizational commitment.



Model 3. The Effect Job Satisfaction on the Organizational Commitment

The results were significant ($\chi^2 /df= ,714$; GFI=,994; AGFI=,984; CFI= 1,000; NFI=,993; TLI=1,005; RMSEA=,000; SRMR= ,0178). This finding confirms the hypothesis that job satisfaction causes organizational commitment. Job satisfaction explains organizational commitment at the rate of 20 %.

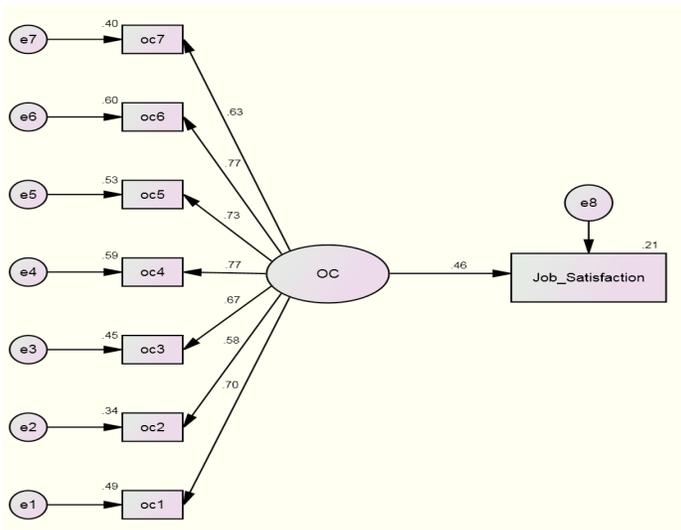
Table 5. The results of Analysis Related Effect of Job Satisfaction on Organizational Commitment

Dependent Variable	Effect	Independent Variable	Estimate	S.E	C.R	p
Organizational Commitment		Job Satisfaction	,450	,059	7,689	**

**p< ,01

Table 5 shows that job satisfaction has a significant effect on organizational commitment positively ($\beta=, 450$; $p=, 000$).

The Second Model: The second model was developed to test whether or not organizational commitment significantly influences job satisfaction.



Model 4. The Effect Organizational Commitment on the Job Satisfaction

Similarly to the previous model, the results were significant ($\chi^2 /df = 2,167$; GFI=,967; AGFI=,941; CFI=,974; NFI=,953; TLI=,963; RMSEA=,062; SRMR= ,0361). Therefore, the hypothesis claiming organizational commitment causes job satisfaction is valid. In addition to this, organizational commitment explains job satisfaction at the rate of 21%.

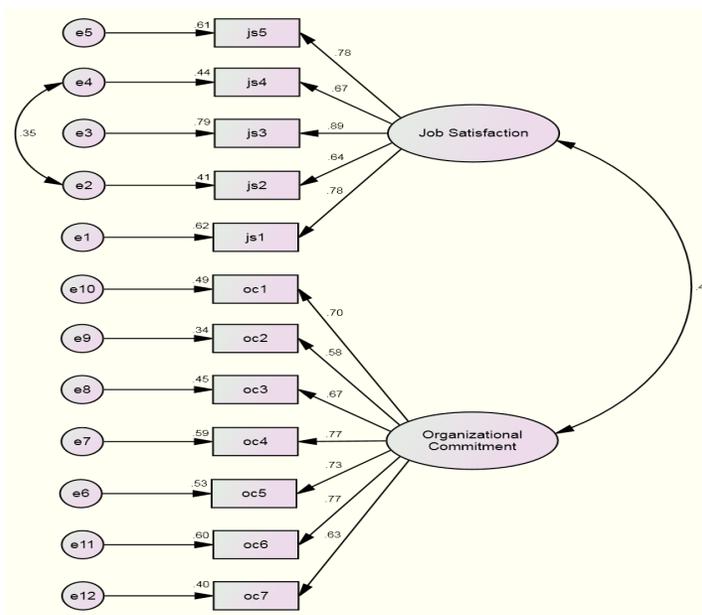
Table 6. The Results of Analysis Related Effect of Organizational Commitment on Job Satisfaction

Dependent Variable	Effect	Independent Variable	Estimate	S.E	C.R	p
Job Satisfaction		Organizational Commitment	,459	,075	7,440	**

**p< ,01

According to table 6, it is seen that organizational commitment has a significant effect on job satisfaction positively ($\beta=,459$; $p=,000$).

The Third Model: This model was formed to test whether or not there is a mutual relationship between job satisfaction and organizational commitment. This relationship is presented in Model 5.



Model 5. The Job Satisfaction and Organizational Commitment Correlation Model

The goodness of fit values ($\chi^2/\text{df}=1,723$; $\text{GFI}=,959$; $\text{AGFI}=,940$; $\text{CFI}=,983$; $\text{NFI}=,961$; $\text{TLI}=,979$; $\text{RMSEA}=,046$; $\text{SRMR}=0,346$) indicate that there is an excellent cohesiveness between job satisfaction and organizational commitment. The results obtained from the third model are significant. They show that the relationship between satisfaction and commitment is mutual, not cause-effect oriented.

4. Discussion

Job satisfaction levels of elementary school administrators and teachers ($\bar{X} = 3,825$) were high ($\bar{X} = 3,40-4,19$). Similar results were obtained in the previous studies (for example; Günbayı, 2000; Varlık, 2000; Erel, 2004; Mahmutoğlu, 2007; Demirtaş, 2010; Güçlü and Zaman, 2011; Raza and Nawaz, 2011). Nevertheless, “wages” were one of the dimensions of job satisfaction. In this dimension, job satisfaction levels were found low. The findings of this current research are compatible with the literature. Teachers’ job satisfaction levels directly reflect on classroom activities and consequently reflect on students. The schools, where teachers’ job satisfaction levels are low, are expected to be less successful (Karşlı, 2006: 205). It is important to keep school administrators’ and teachers’ job satisfaction levels high or at least to prevent them from reducing. In this task, central organization, local authorities and school administrators should show a maximum effort.

Organizational commitment levels of the participants were found high ($\bar{X} = 3,583$). The literature is rich with similar studies that acquired similar or different results. Medium levels (for example; Kitapçioğlu, 2000; Bayrak Kök, 2006; Mahmutoğlu, 2007; Kahveci, 2010; Çoban and Demirtaş, 2011; Güçlü and Zaman, 2011; Raza and Nawaz, 2011). Organizational commitment is expected to contribute in staff’s performance with self devotion and to result in commitment to the organization, acceptance of the values and goals of the organization and internalization, integration and identification with the organization, unity and increase of desires towards continuing the organizational membership (Gülova and Demirsoy, 2012). School administrators and teachers with strong organizational commitment will make more efforts for students in order to make them academically, socially and psychologically successful.

Perceptions of job satisfaction do not vary significantly according to the variables of gender, seniority, age, status or branch. Perceptions of organizational commitment present significant differences with regard to the variables of status and branch. The ANOVA and t test results indicate that class teachers’ perceptions of organizational commitment were higher than branch teachers’ and administrations’ perceptions of organizational commitment were higher than the teachers.

The correlation analysis was made in order to determine whether there is a significant relationship between job satisfaction and organizational commitment. The analysis shows that there is a positive and strong relationship between these two variables. In order to determine the nature of this relationship, three structural equation models were developed. The first model assumes that job satisfaction causes organizational commitment. The second model assumes that organizational commitment causes job satisfaction. The third model testes the mutual relationship between job satisfaction and organizational commitment. All three models produced notably significant values. Also given meaningful results by these three models, it shows that job satisfaction and organizational commitment mutually affect each other. The prediction level of

each out of two variables is close to each other. Job satisfaction predicts organizational commitment at the rate of 20 % and organizational commitment also predicts job satisfaction at the rate of 21%. In the literature, research findings of several studies also support this results (for example, Akınaltuğ, 2003; Wu and Norman, 2006; Çinar and Kavlak, 2009; Akar and Yıldırım, 2008; Markovits, Davis, Fay and Dick, 2010). In this context, this research is compatible with the previous studies. Mottaz (1987), Lambert (1997), Dirani and Kuchinke (2011) identified a significant relationship between job satisfaction and organizational commitment and found that job satisfaction is a predictor of organizational commitment. In the current research, this hypothesis was tested through the first model and found that the hypothesis is valid.

Currihan (1999) analyzed the relationship between job satisfaction and organizational commitment by using four models. The first model states that job satisfaction is a predictor of organizational commitment. The second model states that organizational commitment is a predictor of job satisfaction. According to the third model there is mutual relationship between job satisfaction and organizational commitment, however the fourth model states that there is no significant relationship between two variables. Goodness of fit values of all models was found approximately same. The findings of Currihan (1999) verify with the findings of the current research.

Huang and Tsai (2012), emphasize that organizations can consolidate organizational citizenship behaviors such as job satisfaction and organizational commitment by influencing organizational climate. In this context, it is expected that school administrators principally obey ethical principles and become role models for other employees. Administrators encourage other employers to obey ethical principles as well. In doing so, job satisfaction and organizational commitment can be consolidated.

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